"ACADEMIC PROCRASTINATION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SELF-EFFICACY, ACHIEVEMENT MOTIVATION AND SCHOOL CLIMATE"

SYNOPSIS OF THE THESIS

Submitted by

Kiran Deep Malhotra

Registration No. : **AU23EDPhD0110**

Under supervision of

Dr. Sita Devi

Assistant Professor

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CHAIL CHOWK, MANDI (H.P.) – 175028

JULY, 2025

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This is to certify that the synopsis of thesis entitled, **"ACADEMIC PROCRASTINATION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SELF-EFFICACY, ACHIEVEMENT MOTIVATION AND SCHOOL CLIMATE"** is an original piece of work done by **Kiran Deep Malhotra** under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail-Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

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Signature of the Scholar

Name of Scholar

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Place:

Date:

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Date: **Name of the Supervisor**

Signature of the Co- Supervisor

Name of the Co-Supervisor

Theoretical Framework

Academic procrastination, characterized by the voluntary delay of academic tasks despite knowing the negative consequences, poses a significant challenge to students' academic success and psychological well-being (González-Brignardello et al., 2023). This pervasive behavior is particularly prevalent among college students, with estimates suggesting that 50–80% engage in moderate to severe academic procrastination (Gustavson & Miyake, 2017) (Rabin et al., 2010). It is not limited to higher education; secondary school students also frequently exhibit academic procrastination, which can hinder their learning outcomes and overall academic achievement. The academic success of students in senior secondary education significantly influences their future academic and professional paths. During this critical period, students grapple with increased academic demands, challenges in identity formation, competitive pressures, and important decisions regarding their careers and higher education (Ross, 1981). However, academic procrastination, characterized by the habitual or intentional delay of academic tasks despite awareness of potential negative outcomes, poses a substantial impediment to their success. Academic procrastination is not merely a matter of poor time management but a multifaceted psychological and behavioral issue influenced by various personal, motivational, and contextual factors (Salguero-Pazos & Cózar, 2023). Procrastination is becoming increasingly common among adolescents, especially those in senior secondary schools, who experience a unique combination of internal and external stressors. These students often struggle with setting goals, managing emotions, maintaining academic discipline, and coping with environmental pressures (Parikh et al., 2019). This phenomenon is linked to diminished academic performance, decreased self-confidence, emotional distress, and, in some instances, intentions to drop out of school. While academic procrastination has been extensively studied, there is limited research on its relationship with psycho-social constructs such as self-efficacy, achievement motivation, and school climate, particularly within the Indian context.(Klassen et al., 2007).A student's self-efficacy, which reflects their confidence in their academic skills, plays a crucial role in determining their eagerness to tackle assignments and overcome obstacles. Students who exhibit high self-efficacy are typically less prone to procrastination because they are confident in their ability to succeed through hard work

and determination. Conversely, students with low self-efficacy may resort to procrastination as a protective strategy to evade potential failure or criticism(Uma, et al., 2020). Achievement motivation, defined as the desire to attain academic excellence and succeed, significantly impacts student behavior. Students with strong achievement motives tend to be more methodical, independent, and focused on their tasks. However, when this motivation is undermined by a fear of failure, it can paradoxically lead to increased procrastination. This occurs as students postpone engaging with difficult tasks to avoid possible failures (Feng & Yang, 2024)

1.1 CONCEPT OF ACADEMIC PROCRASTINATION

Academic procrastination is a behavioral pattern where individuals needlessly postpone academic tasks, often leading to negative repercussions such as decreased performance and heightened stress. This intentional delay, despite an awareness of potential adverse outcomes, is a common self-regulatory failure that merits further empirical investigation in diverse educational contexts (Özer et al., 2009) (Dong, 2020). It is distinguished from simple delay by its irrationality and the accompanying negative emotions, often leading to detrimental academic outcomes (Schraw et al., 2007). This can manifest as delaying essay writing, postponing studying for exams, or submitting assignments past deadlines, all of which can severely impact academic achievement and contribute to feelings of anxiety and guilt (Goroshit, 2018). The inherent stress associated with academic procrastination further emphasizes its importance as a significant factor affecting students' overall well-being, potentially contributing to psychological problems (Svartdal et al., 2020). Understanding the various factors contributing to this phenomenon is essential for developing focused intervention and support systems to mitigate its detrimental effects on student learning and development (Svartdal, et al., 2020). The negative correlation between procrastination and academic performance has been well-documented, with studies indicating that high level of procrastination associated with low final exam grades and reduced online course participation (Goroshit, 2018). Conversely, studies have also shown that the association between procrastination and academic performance can be inconsistent, with the choice of measures and demographic characteristics influencing the observed correlation (Kim & Seo, 2015). Moreover, the perception of procrastination as bar to academic achievement and well-being is widely acknowledged among students (Rozental, et al.,

2022). This study posits that an integrative approach considering these constructs self-efficacy, achievement motivation, and school climates crucial for a holistic understanding of academic procrastination among this specific demographic. By examining these interconnected variables, this research aims to elucidate the complex interplay that either fosters or mitigates academic procrastination, thereby informing specific interventions to enhance student success and well-being. The present investigation aims to address this research gap by investigating the complex interplay of these factors, thereby contributing to a more nuanced understanding of academic procrastination in secondary education.

It is a common behavioural problem among students that involves the unnecessary delay or postponement of academic tasks viz; preparing for examinations, writing assignments, or completed projects etc. Despite knowing that this delay can lead to negative consequences like poor academic performance, heightened anxiety, and low self-esteem, students often find themselves putting off work. It is considered a self-regulation failure, and it occurs when there is a discrepancy between intention and action (Steel, 2007).

Academic procrastination is not merely a time management issue but a complex psychological phenomenon that involves emotional, cognitive, and motivational components. It reflects difficulties in self-control, poor planning, fear of failure, or perfectionist tendencies. Over time, habitual procrastination can significantly affect academic achievement and psychological well-being.

1.1.1 Definitions

Several scholars have defined academic procrastination, highlighting various aspects of this behavior:

- **Steel (2007)** defines procrastination as "a voluntary delay of an intended course of action despite expecting to be worse off for the delay" (p. 66). This definition emphasizes the irrational and counterproductive nature of procrastination.
- **Solomon and Rothblum (1984)** stated that it is "the act of needlessly delaying tasks such as studying for an exam, writing a term paper, or reading assignments" (p. 503). They associate this delay with negative academic outcomes and emotional distress.

- **Schouwenburg (2004)** describes academic procrastination as the tendency to postpone academic tasks, suggesting that it reflects chronic time-wasting behavior in educational settings.

1.1.2 Characteristics of Academic Procrastination

Academic procrastination is not a one-time occurrence or a simple lapse in discipline it is a patterned behavior that reflects deeper cognitive, emotional, and motivational challenges. Below are the key characteristics that differentiate academic procrastination from occasional delays or intentional deferrals made for strategic purposes:

1. Intentionality: A defining trait of academic procrastination is that it is a conscious and voluntary delay of academic tasks. Unlike delays caused by external circumstances such as illness or emergencies, procrastination is a self-initiated choice to postpone work despite knowing the consequences. Students often rationalize their delay with excuses like "I work better under pressure" or "I still have time," but this delay is deliberate. Intentionality in procrastination reveals a gap between intention and action-students intend to study or complete a task but fail to translate that intention into timely action. This trait makes procrastination different from mere forgetfulness or unexpected hindrances.

2. Irrationality: Students who procrastinate are typically aware that putting off work will likely result in negative outcomes such as poor grades, increased stress, or missed deadlines. Yet, they continue to delay tasks, acting in a way that contradicts their long-term goals and values. This paradox-knowing what to do but failing to do it-reflects a breakdown in self-regulation. It is this irrational contradiction that makes procrastination particularly frustrating for both students and educators. Often, procrastinators feel caught in a cycle where their own actions work against their success, creating a sense of helplessness or self-blame.

3. Avoidance: Avoidance is a psychological defence mechanism commonly observed in procrastinators. Students may procrastinate not just because a task is difficult, but because it elicits unpleasant emotions such as fear of failure, anxiety

about performance, or boredom. By avoiding the task, they temporarily avoid the negative emotional state associated with it. However, this is a short-term relief that often leads to long-term consequences. Over time, avoidance behaviour reinforces the idea that academic tasks are threatening or overwhelming, which can escalate into chronic procrastination. This emotional coping strategy highlights the affective component of procrastination, which is often overlooked in discussions focused solely on time management.

4. Task Aversiveness: Procrastination is more likely when the task at hand is perceived as unpleasant, difficult, or irrelevant. Students tend to put off tasks that are boring, monotonous, overly challenging, or lack immediate rewards. For instance, writing a research paper may be delayed because it seems too complicated or time-consuming, while checking social media offers instant gratification. Task aversiveness is tied to motivation and interest—when students fail to see the value or enjoyability of a task, they are less inclined to engage in it promptly. Therefore, enhancing task relevance and breaking large assignments into smaller, more manageable parts can help reduce this aversion.

5. Negative Emotional Consequences: A prominent characteristic of academic procrastination is its association with **negative emotional outcomes**. After a delay has occurred, students often experience emotions such as **guilt, shame, anxiety, and low self-esteem**. These feelings may stem from a recognition that they have let themselves down or failed to meet expectations. As deadlines approach, stress intensifies, creating a **cycle of emotional turmoil** that further hampers performance. Chronic procrastinators may also suffer from a loss of self-confidence and a growing sense of inadequacy. This emotional baggage can perpetuate further procrastination, as students attempt to avoid the very tasks that now carry emotional weight.

6. Low Self-regulation: Perhaps the most central feature of academic procrastination is a deficiency in self-regulatory skills. Self-regulation involves the ability to plan, initiate, monitor, and sustain goal-directed behaviours-skills essential for academic success. Procrastinators many times struggle with effective

time-management, setting priorities, breaking tasks into smaller steps, and resisting distractions. They may lack the persistence to follow through on intentions or the ability to delay gratification. Without adequate self-regulation, students find it hard to transition from planning to execution. Interventions aimed at improving goal setting, self-monitoring, and time management are therefore crucial in addressing academic procrastination.

1.1.3 DIMENSIONS OF ACADEMIC PROCRASTINATION

Academic procrastination is not a simple or isolated behaviour; it is a multifaceted psychological construct influenced by multitudinous internal and external factors. Understanding the various dimensions of procrastination helps to explain why it persists and how it can be effectively addressed. The four primary dimensions of academic procrastination are cognitive, emotional, behavioral, and motivational. These dimensions do not operate in isolation; rather, they interact in complex ways, often reinforcing one another to create a cycle of inaction and academic distress.

1. Cognitive Dimension

The cognitive dimension of academic procrastination focuses on the internal thought patterns and mental frameworks that lead to delays in academic work. Procrastinators often engage in cognitive distortions, such as underestimating the time required to complete a task or overestimating their future ability to work under pressure. Thoughts like “I still have plenty of time,” “I can finish this in one night,” or “I work best at the last minute” are common examples of such rationalizations.

Moreover, the students who procrastinate may believe that they need to be in the “right mood” or wait for a burst of motivation before starting a task. These mental justifications delay the initiation of work and give a false sense of control. This dimension is closely tied to meta-cognitive awareness i.e. the ability to accurately assess one’s thinking and learning strategies. When students lack awareness, they are more likely to fall into unproductive thinking patterns that hinder academic progress (Steel, 2007). Thus, addressing cognitive distortions through cognitive-behavioral strategies can be key in reducing procrastination.

2. Emotional Dimension

The emotional dimension refers to the feelings and affective states that accompany or drive procrastinatory behavior. Students who procrastinate often experience anxiety, guilt, fear of failure, low self-worth, and frustration. These negative emotions can serve as both causes and consequences of procrastination. For example, a student who fears not performing well on a test may delay studying to avoid confronting that fear, leading to even more anxiety and guilt as the deadline approaches.

This emotional avoidance creates a vicious cycle. Initially, putting off a task may provide short-term relief, but as deadlines draw near and the task remains incomplete, emotional distress intensifies. Research shows that students with poor emotional regulation skills are more prone to procrastination, as they struggle to cope with academic stress and instead resort to avoidance as a coping mechanism (Cassady & Johnson, 2002). Interventions that teach emotional resilience and coping strategies are effective in breaking this cycle.

3. Behavioral Dimension: The behavioral dimension involves the observable actions associated with procrastination. These include delaying the start of tasks, missing deadlines, engaging in irrelevant activities (e.g., excessive social media use, watching TV), and rushing through assignments at the last moment. Procrastinators tend to prioritize short-term pleasure or distraction over long-term academic goals, often engaging in "task substitution," where they do less important or easier activities in place of essential academic work. This dimension is also characterized by inconsistent work patterns and poor task completion rates. Students may begin tasks but abandon them midway or wait until external pressures force them to act. Unlike strategic delays, which are planned and purposeful, procrastination-related behaviors lack structure and are driven more by emotion and impulse than rational planning (Tuckman, 1991). Effective behavioral interventions often include time management training, task scheduling, and reinforcement strategies to build consistent academic habits.

4. Motivational Dimension

Procrastinators often have low intrinsic motivation, meaning they do not find personal satisfaction or value in completing their academic work. Similarly, when extrinsic motivation is weak (e.g., lack of rewards, recognition, or pressure), students

may see little reason to act promptly.This dimension is also linked to goal orientation. Students who are performance-oriented (focused on appearing competent to others) may procrastinate to avoid tasks where they risk failure. In contrast, those with a mastery orientation (focused on learning and understanding) are more likely to persevere through challenges. Unclear goals, ambiguous academic expectations, and low self-determination can further erode motivation, making procrastination more likely (Senécal, et al., 1995). Therefore, increasing academic motivation through goal-setting, relevance of curriculum, and positive reinforcement is essential in minimizing procrastination.

All above mentioned dimensions viz; cognitive, emotional, behavioral, and motivational-interact and reinforce each other. For instance, distorted thinking (cognitive) can heighten anxiety (emotional), which results in avoidance (behavioral) and is sustained by low motivation (motivational). This cyclical interaction explains why procrastination can become a persistent and difficult-to-break habit. An effective approach to managing procrastination must therefore address all four dimensions through a combination of cognitive restructuring, emotional support, behavioral training, and motivational enhancement.

1.1.4 FACTORS AFFECTING ACADEMIC PROCRASTINATION

Academic procrastination does not arise from a single cause; rather, it emerges from a complex interplay of psychological, motivational, environmental, and behavioral influences. Understanding these contributing factors is vital for developing effective interventions. The following are key factors that significantly affect the onset and persistence of academic procrastination:

1. Self-Efficacy: refers to an individual's belief in their own ability to successfully complete tasks and achieve goals. Students having low academic self-efficacy often doubt their capacity to handle academic challenges, which leads them to postpone starting tasks out of fear of failure or disappointment. This lack of confidence reduces their willingness to take initiative, particularly when tasks seem demanding or unfamiliar. Conversely, students with high self-efficacy approach academic tasks with a sense of determination and are more likely to persevere through difficulties. Research by Klassen, et al. (2008) has consistently indicates that students who perceive themselves as capable are less likely to procrastinate. Enhancing self-efficacy through positive

feedback, achievable goal setting, and modeling success can serve as an effective strategy to combat procrastination.

2. Achievement Motivation: is the internal or external drive to succeed academically. Students who possess strong intrinsic motivation are fueled by an internal desire to learn, grow, and excel, whereas those driven by extrinsic motivation may be motivated by rewards such as grades, praise, or career goals. When motivation levels are low-especially intrinsic motivation-students often lack the engagement and persistence required to complete academic tasks in a timely manner. Senecal, et al. (1995) mentioned that students with unclear goals or minimal academic interest were more prone to procrastination. Without a sense of purpose or value attached to academic success, tasks feel meaningless, and engagement drops. Enhancing achievement motivation through goal-setting workshops, relevance-based curriculum, and encouragement from educators can help reduce procrastinatory behaviour.

3. Academic Anxiety: such as test anxiety, fear of failure, or general performance anxiety-is a significant contributor to procrastination. When academic tasks trigger stress or nervousness, students may engage in avoidant coping strategies, such as putting off studying or avoiding assignments altogether. This avoidance, while offering temporary relief, often results in increased anxiety and diminished performance as deadlines approach. According to Cassady and Johnson (2002), high anxiety impairs concentration, reduces working memory, and fosters negative self-evaluation, all of which hinder task completion. Thus, procrastination becomes a defensive behavior aimed at managing emotions rather than tasks. Addressing academic anxiety through mindfulness techniques, counseling support, and anxiety-reduction programs is vital for breaking this harmful cycle.

4. Perfectionism:. Perfectionists set excessively high standards for themselves and fear making mistakes or falling short of expectations. This fear can be paralyzing, resulting in inaction or delays in starting assignments. Flett, et al. (1995) identified that perfectionistic concerns-such as fear of failure, evaluation, and disappointing others-are highly correlated with procrastinatory behavior. These students may spend excessive time planning, revising, or waiting for the “perfect moment” to begin, which may never come. Helping students manage their perfectionism through cognitive restructuring and acceptance of imperfection can mitigate the procrastination it often causes.

5. Time Management: Poor time management is the most visible and controllable factors influencing procrastination. Students who lack the skills to plan, prioritize, and allocate time effectively often find themselves overwhelmed and unable to begin or complete tasks efficiently. Time misperception, overcommitment, and distractions further contribute to last-minute work or missed deadlines. Lay and Schouwenburg (1993) emphasized that students with poor scheduling and planning habits tend to delay task initiation and have difficulty estimating the time required for academic responsibilities. Time management training-including techniques like the Pomodoro method, task breakdown, and the use of planners or apps-can empower students to regain control over their academic responsibilities and reduce procrastination.

6. School Climate: The school climate, including its emotional, social, and structural aspects, can significantly influence procrastination. A supportive school environment, characterized by positive teacher-student relationships, collaborative peer interactions, structured routines, and academic encouragement, fosters student engagement and accountability. In contrast, a chaotic, competitive, or unhealthy environment may lead to stress, disengagement, and increased procrastination. According to Wang and Degol (2016), students in nurturing and structured school climates demonstrated higher academic motivation and lower procrastination levels. Factors such as clarity of expectations, availability of resources, and emotional safety are crucial in promoting proactive academic behaviors. Thus, schools that prioritize emotional well-being and structured learning are better equipped to mitigate procrastination among students.

These factors rarely function in isolation. For instance, low self-efficacy can increase academic anxiety, which in turn undermines time management and reduces achievement motivation—thereby creating a procrastination loop. Understanding this interconnection is essential for designing multidimensional interventions that address the root causes rather than just the symptoms of academic procrastination. A comprehensive approach involving educators, counsellors, parents, and students is necessary to effectively reduce and manage procrastination behaviors.

1.2 SELF-EFFICACY

Self-efficacy, conceptualized by Bandura (1977), refers to an individual's belief in their ability to organize and execute tasks necessary to attain specific goals. Students with high academic self-efficacy are generally more confident in their learning abilities and are likely to initiate and persist in academic tasks, even in the face of obstacles. Conversely, those with low self-efficacy often doubt their capacities, resulting in avoidance behaviors such as procrastination. Several empirical studies affirm that diminished self-efficacy contributes significantly to task postponement due to a fear of failure or perceived incompetence. Hence, examining self-efficacy provides crucial insights into students' internal coping mechanisms and their readiness to tackle academic challenges rather than delay them.

1.3 ACHIEVEMENT MOTIVATION

Achievement motivation is defined as the intrinsic or extrinsic drive that compels individuals to strive for success, attain excellence, and avoid failure. Rooted in McClelland's motivational theory (1961), this construct plays a dual role in academic performance it can propel students to act promptly and effectively, or in cases of fear-based motivation, paralyze them into inaction. Students with high achievement motivation tend to set clear academic goals and are less likely to defer tasks unnecessarily. In contrast, those motivated primarily by the desire to avoid failure may experience anxiety or perfectionism that culminates in procrastination. Investigating this variable is therefore essential to understand the directional forces whether positive or negative that influence students' task engagement.

1.4 SCHOOL CLIMATE

The school climate encompasses the psychological and physical aspects of a school environment, including teacher-student relationships, peer support, academic expectations, and institutional discipline. A supportive, motivating school climate can foster students' sense of belonging, boost confidence, and encourage timely task completion. On the other hand, a toxic or indifferent school climate characterized by poor relationships or lack of academic structure may demotivate students, leading to withdrawal and procrastinatory habits. The environmental context in which learning

occurs is thus crucial to shaping student behavior, making school climate a necessary construct for understanding delays in academic task initiation and completion.

1.5 RATIONALE OF THE STUDY

Academic procrastination is regarded as a universal behavioral phenomenon that significantly impacts student learning, academic performance, and emotional well-being. Across the Globe the vast majority (70%) of students engage in procrastination at some point in their academic life, with nearly 20% doing so chronically (Steel, 2007). In many developed educational systems such as those in the United States, Canada, and Europe, research has increasingly linked procrastination with a range of psychological factors, including low self-efficacy, lack of intrinsic motivation, poor emotional regulation, as well as academic anxiety. The prevalence of online learning and increased academic autonomy has further exacerbated procrastination behaviour worldwide, particularly among adolescents who struggle with self-regulation and time management. Educational psychologists and school systems globally are now considering procrastination as a serious educational barrier rather than a minor disciplinary issue, prompting research and intervention programs aimed at addressing its root cause.

In the Indian educational context, academic procrastination is expanding yet under-researched concern. The country's examination-centric and competitive schooling culture places intense academic pressure on senior secondary students. With board exams, entrance tests, and career decisions converging during this stage, students often experience high levels of stress, performance anxiety, and emotional exhaustion. These pressures, when coupled with lack of emotional support, poor academic motivation, or an unsupportive school climate, can lead to chronic procrastination. Unlike Western systems that promote flexible learning and formative assessment, Indian schools often emphasize rote learning and strict evaluation patterns, leaving little room for students to develop intrinsic motivation or confidence in their abilities.

Furthermore, research in India has largely focused on academic performance, stress, and achievement, but very few empirical studies have systematically examined procrastination in relation to self-efficacy, achievement motivation, and school climate. Given the unique socio-cultural and pedagogical dynamics of Indian schools ranging from urban private institutions to rural government schools there is a pressing need to

explore the behavioural dimensions of academic delay within this context. The New Education Policy 2020 also emphasizes the creation of stress-free, child-centric learning environments, making it essential to understand and address behavioral obstacles like procrastination.

Therefore, the present study holds both global and local significance. It aligns with international scholarly efforts to decode procrastination while addressing the specific psychological and institutional realities of Indian students. By identifying the psychological (self-efficacy and achievement motivation) and environmental (school climate) factors influencing academic procrastination, the study seeks to offer context-sensitive insights that can aid in designing effective academic support systems in Indian schools and beyond.

The results of the present investigation will be helpful for educators, counselors, and parents to develop targeted interventions to reduce procrastination and improve academic outcomes among senior secondary school students.

2. REVIEW OF RELATED LITERATURE

Van Eerde, W. (2003) synthesized findings from 69 independent studies to examine the correlates of procrastination in academic and workplace contexts. The analysis showed moderate to strong correlations between procrastination and variables such as self-efficacy, conscientiousness, and achievement motivation. Importantly, the study identified that low achievement motivation was consistently associated with increased procrastination. The findings from this meta-analysis support the inclusion of both self-efficacy and achievement motivation as critical psychological predictors of procrastinatory behavior among students.

Wolters (2003) examined the role of motivational regulation strategies in academic procrastination among 211 high school students. The study employed a cross-sectional survey using the Academic Self-Regulation Questionnaire and the Procrastination Assessment Scale. Structural equation modeling indicated that students who used self-regulated learning strategies, such as goal setting and effort management, were significantly less likely to procrastinate. The findings highlight the protective role of self-regulation and support the relevance of self-efficacy and motivational beliefs in academic procrastination both of which are constructs central to the present study.

Sirois (2004) analysed the importance of self-regulation and future time perspective in academic procrastination. The study sampled 316 college students using cross-sectional survey methods and applied regression analyses to evaluate predictors of delay. It was found that individuals with a low future time orientation and weak self-regulatory capacity had significantly shown more procrastinate.

Onwuegbuzie (2004) see the relationship between academic procrastination and anxiety among graduate students. Utilizing survey-based methods and anxiety inventories, the research found that procrastination was significantly correlated with higher levels of both cognitive and somatic anxiety. While the sample was from a higher education context, the findings highlight that procrastination is both a behavioral and emotional issue. This underscores the importance of including academic anxiety in frameworks investigating procrastination, which directly strengthens the conceptual foundation of your study.

Lee(2005) examined the relationship between self-regulation, procrastination, and academic motivation among Korean high school students. Using a cross-sectional design with 327 participants and he found that poor self-regulation and low academic motivation significantly predicted higher levels of academic procrastination. The research concluded that enhancing motivational beliefs and planning skills can reduce procrastination. This provides direct empirical support for including achievement motivation and self-regulation within your current framework.

Steel (2007) synthesized findings from over 200 studies to examine the psychological underpinnings of procrastination. The study adopted a quantitative meta-analysis methodology to assess how personality traits, time management, and motivational factors influence procrastination behavior. Findings indicated that low self-efficacy, high impulsivity, and task aversiveness were the most consistent predictors of academic procrastination. Steel also emphasized the role of temporal discounting and expectancy theory in explaining delay behavior. The study is highly relevant to the present research as it empirically validates the inclusion of self-efficacy and motivational constructs in understanding procrastination among students.

Schraw, et al. (2007) the authors developed a grounded theory explaining the causes of academic procrastination among college students. Through semi-structured interviews with 37 undergraduates, they identified themes such as task aversiveness, fear of failure, lack of motivation, and low self-efficacy. Although not quantitative, this study provides a

rich conceptual framework that supports the selection of variables such as motivation and self-belief as core factors influencing procrastinatory behavior in students.

Klassen, et al. (2008) investigated the relationship between academic procrastination and self-efficacy among 456 Canadian undergraduates. Using a correlational design and self-report questionnaires, they reported that significant negative correlation existed between academic self-efficacy and procrastination levels. Students with higher self-efficacy beliefs demonstrated lower tendencies to delay academic tasks. The authors concluded that self-belief in academic ability act as a buffer against procrastination.

Balkis and Duru, (2009) analysed the role of cognitive distortions and academic self-efficacy in predicting procrastination among 356 Turkish students. Using path analysis, the study concluded that students with higher irrational beliefs and lower self-efficacy had more likely to procrastinate.

Capan (2010) assessed whether self-efficacy and test anxiety predicted academic procrastination among Turkish secondary school students. Multiple regression analysis on a sample of 420 students revealed that self-efficacy negatively and test anxiety positively predicted procrastination levels. The author suggested that confidence in academic abilities acted as a psychological buffer, reducing avoidance behaviors.

Rabin, et al. (2011) examined the association between procrastination, executive functioning, and self-efficacy in undergraduate students. Using neuro-psychological testing and self-reports, the authors found that procrastinators exhibited poor cognitive flexibility and lower levels of academic self-efficacy.

Seo, (2012) analyzed the mediating role of self-efficacy between time management and academic procrastination in 412 secondary school students. The study used mediation analysis and confirmed that self-efficacy acted as a bridge between time management behaviors and procrastination outcomes. Students with better time management skills developed higher self-efficacy, which in turn reduced procrastination. These insights offer a layered understanding of how multiple psychological factors interrelate in adolescent learners.

Owens, et al. (2012)explored the longitudinal association between anxiety and academic performance, with particular focus on procrastination as a mediating variable. A sample of 450 secondary school students in the UK completed assessments over two academic

terms. Structural modeling revealed that anxiety indirectly affected academic performance through increased procrastination. They highlights the critical emotional pathways such as academic anxiety that lead to procrastination among school-aged adolescents.

Grunschelet al. (2013)investigated the emotional consequences of academic procrastination in university students. Using a longitudinal survey design with a sample of 302 German students, the authors examined the impact of procrastination on emotional exhaustion, anxiety, and performance satisfaction. Regression analyses revealed that procrastination significantly predicted higher levels of academic anxiety and reduced well-being over time.

Klingsieck(2013) presented a conceptual review synthesizing various theoretical models of procrastination, including temporal motivation theory, expectancy-value theory, and self-regulation theory. The paper emphasized the interaction of self-efficacy, intrinsic motivation, and contextual cues such as institutional environment in driving academic procrastination.

Hen, and Goroshit (2014) explored the impact of emotional competence and academic self-efficacy on academic procrastination. They surveyed 220 high school students in Israel using validated scales. The study found that both emotional competence and academic self-efficacy negatively predicted procrastination levels. These results underline the emotional and belief-based mechanisms that drive student behavior, supporting the inclusion of self-efficacy as a core psychological variable in your framework.

Cavusoglu and Karatas (2015)investigated academic procrastination as a function of self-efficacy and gender differences in Turkish high school students. Using independent sample t-tests and Pearson correlations, the study found that males had higher procrastination tendencies than females and that self-efficacy negatively predicted procrastination across both groups. The study's relevance lies in its adolescent school-based sample and the inclusion of self-efficacy and gender offering comparative insight for your Indian context.

Kim and Seo (2015) investigated the mediating effects of academic self-efficacy and self-regulation in the relationship between goal orientation and academic procrastination.

The authors surveyed 385 Korean high school students using standardized instruments for each construct. Using structural equation modeling, they found that self-efficacy mediated the link between mastery goals and reduced procrastination. The research demonstrates that fostering task mastery and self-belief can significantly mitigate procrastination.

Balkis and Duru (2016) analyzed the mediating role of self-control and time structure in the relationship between academic procrastination and life satisfaction among high school students. Using structural equation modeling (SEM) on a sample of 547 adolescents, the authors found that procrastination negatively affected life satisfaction, and that poor time management and low self-control were mediators in this relationship. The study further reinforces the need to explore behavioral self-regulation within the motivational frameworks of adolescent procrastination.

Kaya and Ersoy (2016) explored the predictive power of perceived school climate and teacher support on academic procrastination. A sample of 612 high school students from Turkey participated in the study, which used SEM to test the hypothesized model. Results showed that students who perceived a positive school climate with emotional support from teachers reported significantly less procrastination.

Yerdelen, et al. (2016) examined academic self-efficacy and procrastination among 558 high school students in Turkey. Using SEM-based modeling, the study revealed that students with high self-efficacy beliefs were significantly less likely to engage in procrastinatory behaviors. The authors concluded that interventions targeting self-belief and academic confidence can reduce procrastination.

Batool, et al., (2017) studied academic procrastination as a product of low self-esteem: A mediational role of academic self-efficacy. The sample consisted of 502 students (210 male and 292 female) with age of 22 to 24 year old. There was existed significant positive correlation between self-esteem and academic self-efficacy. They found significant negative correlations between self-esteem and academic self-efficacy with regard to academic procrastination. There was a significant gender-wise difference among academic procrastination. Male had exhibited higher academic procrastination than female university undergraduate students.

Hen, (2018) explored how classroom engagement and school connectedness predicted procrastination in Israeli high school students. A total of 362 students were surveyed using self-report scales. Results indicated that a supportive and participatory school environment significantly reduced the tendency to procrastinate. These findings align well with your variable "school climate," emphasizing that institutional and peer-level support structures can directly influence student behavior and motivation.

Visser et al., (2018) the researchers explored procrastination among high school students engaged in project-based learning. Surveys, interviews, and observational methods were employed to explore how task clarity, autonomy, and school climate affected procrastinatory behavior. Results indicated that students were less likely to procrastinate when they received constructive feedback, experienced autonomy, and had a supportive school climate.

Zacks and Hen (2018) examined the association between academic procrastination and perceived school climate among 462 high school students in Israel. The authors used regression models to show that students who perceived their school environment as supportive and structured reported significantly lower levels of procrastination.

Zhou (2019) examined the mediating role of academic motivation between self-efficacy and procrastination in Chinese high school students. Using path analysis on a sample of 480 students, the study confirmed that academic motivation moderated influenced the relationship between self-efficacy and procrastination. Students with higher academic self-efficacy demonstrated stronger intrinsic motivation and reduced procrastinator tendencies. This mediation model strengthens the theoretical foundation of your study by suggesting that motivation may serve as a pathway through which self-efficacy influences procrastination among senior students.

Cikrikci and Erzen (2020) analyzed 38 studies to examine relationship between self-efficacy and academic procrastination. Across diverse samples, the study found a strong negative correlation ($r = –0.47$), confirming that low self-efficacy is a consistent predictor of procrastination.

Martinez, et al., (2020) assessed how school climate dimensions influence academic procrastination in secondary education students in Spain. The study surveyed 523 students using instruments that measured perceptions of teacher support, peer

relationships, and learning environment alongside procrastination scales. Findings indicated that a positive school climate-particularly strong teacher-student relationships and peer collaboration-was associated with lower levels of academic procrastination.

Kljajic and Gaudreau (2021) investigated the role of academic goal progress, self-efficacy, and coping in procrastination behavior among high school students. Using a diary study method over five weeks, the researchers found that on days when students reported higher self-efficacy and perceived goal progress, their procrastination significantly decreased.

Zhou and Kam, (2021) explored the interplay between achievement motivation and procrastination in Chinese high school students. The authors administered validated scales to 486 students and found that performance-avoidance goals (i.e., fear of failure) positively predicted procrastination, while mastery-approach goals (i.e., learning for understanding) had a negative effect.

Ariani, et al. (2021) explored the predictive role of achievement motivation in academic procrastination among Indonesian high school students. The study involved 312 senior secondary students who completed standardized questionnaires assessing levels of academic motivation and tendencies toward procrastination. They found significant negative correlation between achievement motivation and academic procrastination. Students with higher intrinsic and extrinsic motivation showed lower levels of procrastination. The study concluded that achievement-motivated students tend to manage their academic responsibilities more efficiently and delay tasks less frequently.

Kumar and Rani (2021) conducted a multivariate study on self-efficacy, achievement motivation, and school climate as predictors of academic procrastination among 512 senior secondary students in northern India. Using multiple regression analysis, the study concluded that all three variables significantly predicted procrastination, with self-efficacy emerging as the strongest negative predictor. Achievement motivation and positive school climate also contributed meaningfully to reducing procrastination behavior.

Suh, et al. (2022) investigated the relationship between self-efficacy and academic procrastination among Korean high school students. A sample of 408 students was surveyed using validated instruments for academic self-efficacy and procrastination

tendencies. The study found that students with high self-efficacy were significantly less likely to engage in procrastinatory behaviors.

Jain and Sinha (2023) explored the role of academic anxiety as a predictor of procrastination among Indian senior secondary students. The study sampled 460 students across urban and rural schools, administering standardized scales of academic anxiety and procrastination. The findings revealed a significant positive correlation, suggesting that students experiencing higher levels of academic anxiety were more likely to procrastinate academic tasks.

Gunjan and Dubey (2024) investigated the impact of academic procrastination on academic achievement of senior secondary school students**.** A descriptive survey method was used. The total sample consisted of 200 respondents selected through multi-stage stratified random sampling. They found that significant difference in academic achievement between students with high and low academic procrastination, with male students exhibiting higher levels of procrastination than female students. Academic achievement was negatively correlated with and academic procrastination.

Lee & Castillo (2024) conducted a comparative study on academic self-efficacy and procrastination behaviour among senior secondary students in South Korea and the Philippines. A total of 786 students participated in this study. Results indicated that regardless of cultural context, students who have high academic self-efficacy consistently showed lower procrastination tendencies. However, cultural differences emerged in how self-efficacy influenced academic anxiety and motivation.

Cutipa-Flores, et al. (2025) examined the predictive role of academic self-efficacy and academic engagement in reducing academic procrastination among secondary school students in Peru. The findings indicated that both high self-efficacy and strong academic engagement were significant negative predictors of procrastination. Additionally, the study emphasized the indirect role of academic anxiety, showing that students with high anxiety levels experienced greater difficulty sustaining motivation and concentration.

Sarwar, et al. (2025) investigated the impact of teachers' academic motivation on students' academic procrastination, emphasizing the mediating roles of students' emotional regulation and study habits. The study involved a sample of 210 university-level teachers in Pakistan, using structural equation modeling to assess the indirect

influence of teacher motivation on students' procrastinatory behavior. Results revealed that while teacher motivation alone had limited direct effect, its influence became significant when mediated by students' ability to regulate their emotions and maintain structured study routines.

3. STATEMENT OF THE PROBLEM

"ACADEMIC PROCRASTINATION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SELF-EFFICACY, ACHIEVEMENT MOTIVATION AND SCHOOL CLIMATE"

4. OBJECTIVES OF THE STUDY

The following objectives of the study will be formulated as given below:

1. To assess the level of academic procrastination among senior secondary school students.
2. To study the gender-wise differences in academic procrastination among senior secondary school students.
3. To study academic stream-wise difference in academic procrastination among senior secondary school students.
4. To study the interaction of gender and types of academic stream on academic procrastination of senior secondary school students.
5. To study the differences in academic procrastination of secondary school students with respect to their level of academic self efficacy.
6. To study difference in academic procrastination of senior secondary school students with respect to their level of achievement motivation.
7. To study the interaction of achievement motivation and types of school climate on academic procrastination of senior secondary school students.
8. To study difference in academic procrastination of senior secondary school students with respect to their type of school climate.

9. To study the interaction between achievement motivation and types of school climate with respect to academic procrastination of senior secondary school students.

10. To examine the relationship between self-efficacy and academic procrastination, achievement motivation and academic procrastination, school climate and academic procrastination among secondary school students.

5. HYPOTHESES OF THE STUDY

Based on theoretical perspectives and empirical evidence related to academic procrastination, the following hypotheses have been formulated to guide the present study:

1. Male and female secondary school students will not differ significantly in their academic procrastination.

2. Arts and Science stream senior secondary school students will not differ significantly in their academic procrastination .

3. Gender and academic stream will not interact significantly with regard to academic procrastination among senior secondary school students

4. There will be significant differences in academic procrastination of senior secondary school students with different levels of self-efficacy.

5. Gender and Self-efficacy will not interact significantly with regard to academic procrastination among senior secondary school students

6. There will be significant differences in academic procrastination of senior secondary school students with different levels of Achievement motivation.

7. There will be significant differences in academic procrastination of senior secondary school students with different types of school climate.

8. There will be no significant interactional effect of Gender, Achievement motivation and school climate on academic procrastination of senior secondary school students

9. There will be a negative relationship between self-efficacy and academic procrastination among senior secondary school students.

10. There will be a negative relationship between achievement motivation and academic procrastination among senior secondary school students.

11. There will be a relationship between school climate and academic procrastination among senior secondary school students.

12. Self-efficacy, achievement motivation, and school climate will be significant predictors of academic procrastination.

7. DELIMITATIONS OF THE STUDY

The present study will be delimited in its scope presented as under:

1. The study will be confined to four districts of Himachal Pradesh.

2. This research will be restricted to students enrolled in Classes XI and XII class of Himachal Pradesh only.

3. The present research will be confined to self-efficacy, achievement motivation and school climate as independent variables.

7 OPERATIONAL DEFINITIONS

Academic procrastination : is the intentional and habitual delay of academic tasks ,such such as studying, completing assignments or preparing for exams often leading to negative consequences on academic performance and overall well being and lost productivity. In this study Academic procrastination means scores obtained by students in academic procrastination scale constructed by Bhardwaj and Dubey (2023)

Achievement Motivation: Achievement motivation refers to the drive within an individual to set and pursue challenging goals, strive for excellence, and overcome obstacles. It encompasses the desire to succeed, the belief in one's ability to achieve, and the setting of standards for personal accomplishment. This motivation can be influenced by both intrinsic factors, such as personal enjoyment of a task, and extrinsic factors, like rewards or recognition.

Self-efficacy: refers to an individual's belief in their ability to succeed in specific situations or accomplish a task. It's about confidence in one's own capabilities to achieve

goals, overcome challenges and produce desired outcomes. In this investigation self efficacy is the scores obtained by secondary school students in self-efficacy scale by Mathur and Bhatnagar (2012)

School Climate: Psycho-social climate of school is considered as school climate in the present study. School climate refers to the scores obtained by secondary school students in school climate scale constructed by Imran (2022)

Senior Secondary School Students

A senior secondary school students are those who are studying in class XI and XII of Government and private secondary schools affiliated to Himachal Pradesh Board of school education, Dharamshala.

9. METHODOLOGY

9.1 Method

Descriptive research method will be employed

9.2 SAMPLE OF THE STUDY

9.2.1 Population: All the XI XII class students studying in different government and private schools situated in 12 districts of Himachal Pradesh constitutes the population of the present study.

9.2.2 Sample: In order to keep the study practicable enough, a multistage sampling technique will be used. In first phase the 12 districts of Himachal Pradesh will be arranged descending ordered from rank 1 to 12 on the basis total number of secondary school available in each district. This will be done on the basis of the Statistical Survey Abstract report of Himachal Pradesh 2022-2023. In second phase, Investigator selected 2 district namely i.e Kangra and Mandi having highest number of schools and 2 district i.e. Kullu and Bilaspur having lowest number of secondary schools using stratified random sampling. Further investigator will be selected 10 schools randomly by using odd even method from each sampled District. Furthermore, investigator selected 30 students from each sampled schools. Thus the final sample will be comprises of 1200 secondary school students.

10. VARIABLES OF THE STUDY

Independent variables

- Gender
- Self-efficacy
- Achievement Motivation
- School Climate

Dependent Variable

- Academic Procrastination

11. RESEARCH TOOL WILL USED

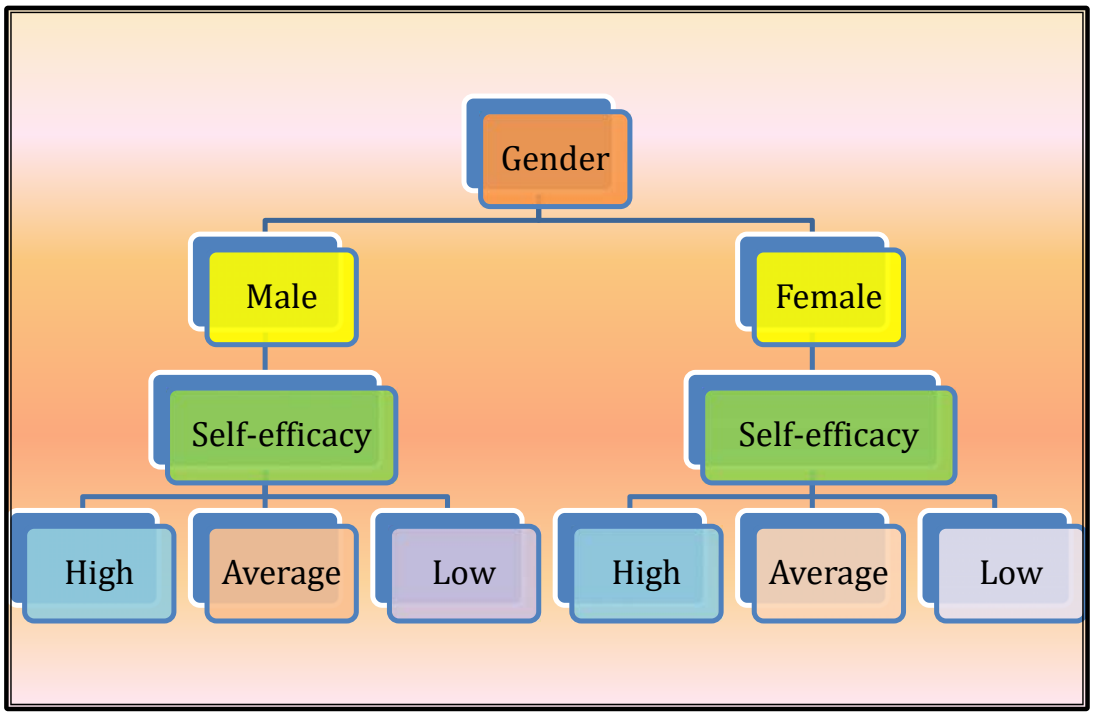
To collects requisite data from the respondents, Investigator will be used following research tools as given as under:

1) Academic Procrastination Scale by Bhardwaj And Dubey (2023)
2) Self-efficacy developed by Mathur and Bhatnagar (2012)
3) Achievement Motivation by Deo and Mohan (2011)
4) School Climate scale by Imran (2022)

12 Research Layout

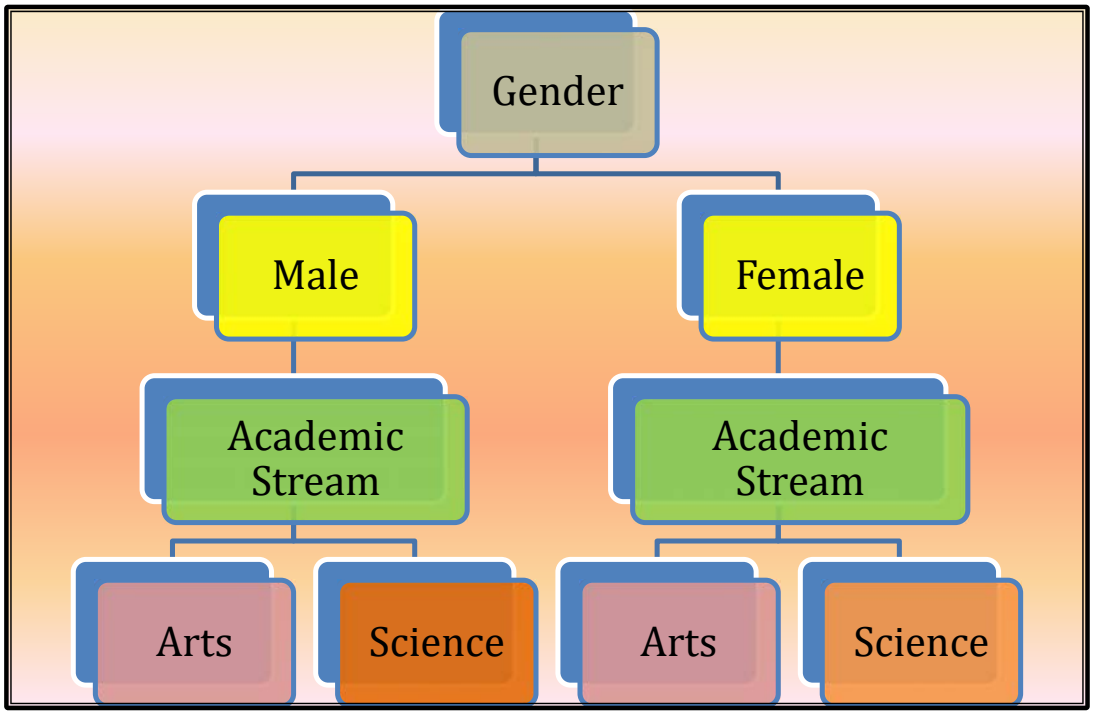
In the present study, (2x3) and (2X3X3) factorial design will be used to analysed the main and interactional effect of independent variables (gender, Academic stream, self-efficacy, achievement motivation, and school climate) on dependent variable i.e. academic procrastination of secondary school students. The graphical representation of the factorial designs has been given below as under:

Graphical representation of 2X3 Factorial design (Gender X Self-efficacy)



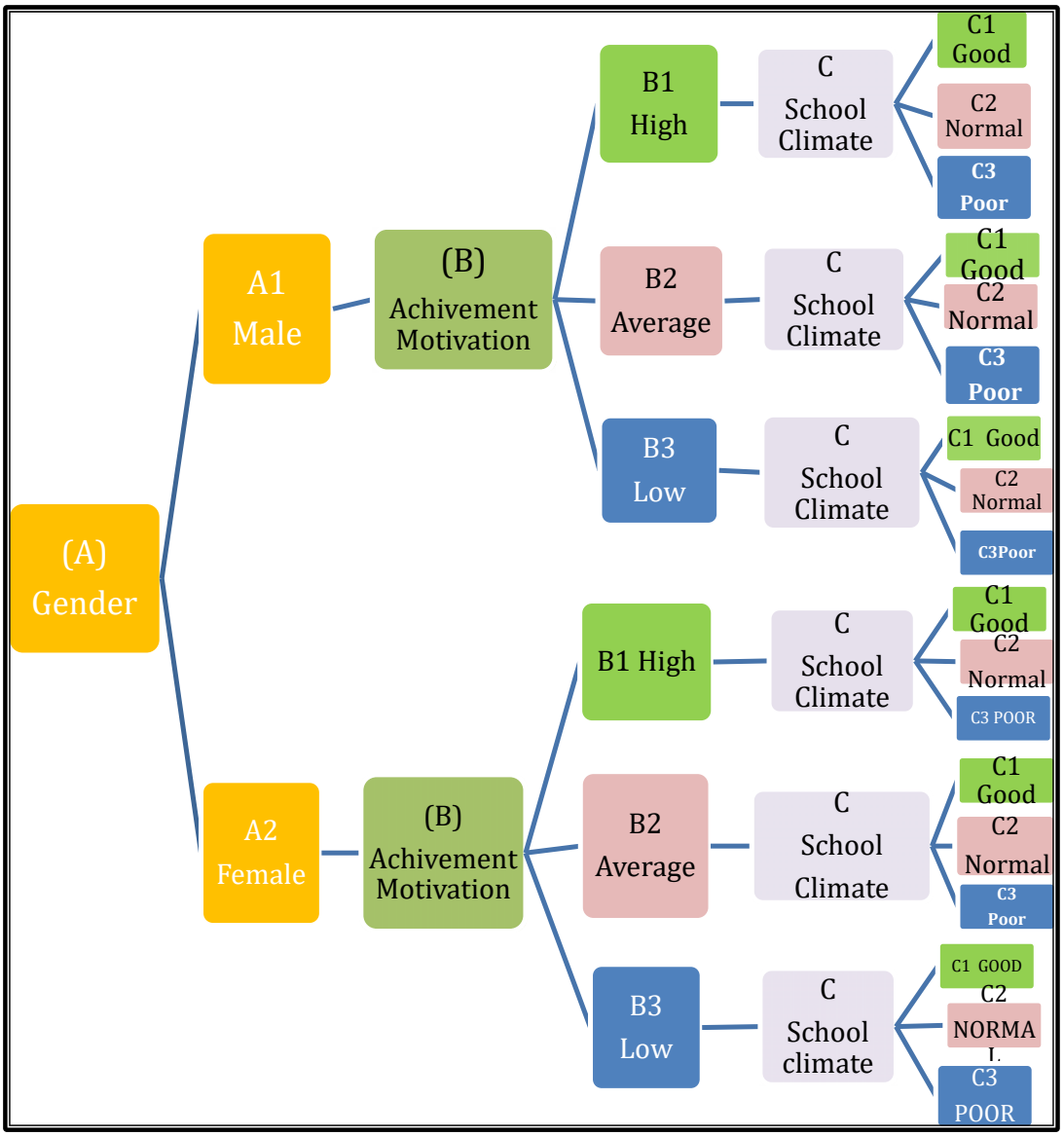
Score on Dependent Variable i.e. Academic procrastination

ii) **Graphical representation of 2X3 Factorial design (Gender X Academic Stream)**



Score on Dependent Variable i.e. Academic procrastination

Graphical representation of 2X3X3 Factorial design (Gender X Achievement Motivation X School Climate)



12 STATISTICAL TECHNIQUES EMPLOYED

The final raw data will be converted in to significant information by its systematic organisation, presentation, tabulation, analysis and interpretation. The subsequent statistical techniques will be used for analysis of the collected data. Mean will be used to describe the average nature of whole scores of sampled data. The standard deviation will be used to measure the variability of scores. t-test will be used to find significant difference between two means independent variables, whereas to find the differences between more than two means Analysis of variance will be used. In order to see the relationship among two variables investigator will be employed Product Moment Correlation (r).

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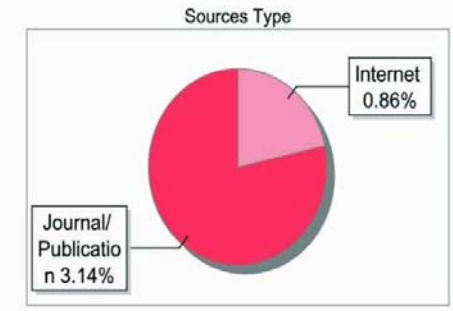

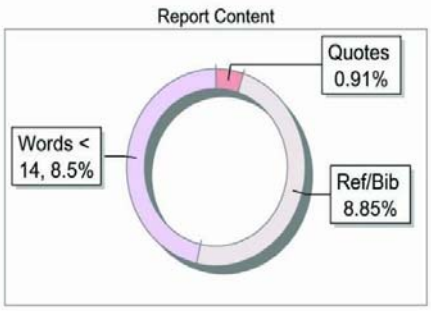

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